

NOV 17 1992

English as a **S**econd **L**anguage



**Adult ESL Programs and Activities
Supported by
Immigration Bridging Programs
April 1, 1991 to March 31, 1992**

Alberta
CAREER DEVELOPMENT
AND EMPLOYMENT
Immigration and
Settlement

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1.0 Introduction and Background

This report summarizes the activities supported by Immigration Bridging Programs in the area of adult English as a Second Language (ESL) for the 1991/92 fiscal year, and provides an overview of trends and needs for ESL training in Alberta.

1.1 Adult English as a Second Language Responsibilities in Alberta

The responsibility for the provision of language training for adult immigrants in Alberta is shared with Employment and Immigration Canada (EIC), Alberta Advanced Education, and Alberta Career Development and Employment.

Advanced Education is responsible for operational funding of post-secondary institutions, full and part-time Adult Development Programs including ESL, and federal purchases of full-time ESL training.

Career Development and Employment is the lead department for the government of Alberta in immigration and settlement matters, and is signatory to the Canada-Alberta Immigration Agreement (1985). The Immigration Agreement outlines the roles and responsibilities of the federal and provincial governments with respect to immigration. This includes:

- coordinating federal and provincial policies in immigration and settlement;
- coordinating the provision of settlement services and language training;
- exchanging information on initiatives.

In addition, Career Development and Employment, Immigration Bridging Programs is responsible for ESL assessment and referral, and initiating specialized language training to address identified provincial needs.

1.2 Immigration Bridging Programs - Objectives

The objectives of Immigration Bridging Programs are to develop and implement bridging mechanisms to reduce individual and systemic barriers facing immigrants in Alberta. This includes the responsibilities for adult English as a Second Language.

Immigration Bridging Programs liaises with the federal government, other provincial government departments, educational institutions and agencies on adult ESL programs. Assistance to ESL programs is provided through collecting, analyzing and distributing information on ESL needs, funding, language and vocational assessment and referral centres; supporting developmental initiatives; and funding specialized language training.

As well as information on the needs of adult immigrants collected by the immigrant language and vocational assessment and referral centres, the Program administers the adult ESL Student Information System, which provides a profile of immigrants in ESL programs funded by Immigration Bridging Programs.

2.0 ESL Needs in Alberta

2.1 Immigration Statistics on Knowledge of English

Since 1985, 51,288 children and adults arrived in Alberta with no knowledge of English. This represented 53% of all immigrants in Alberta.

In 1991 alone, 50% (8,507) of the immigrants had no knowledge of English. This percentage is the lowest since 1985 (see Table 1).

The numbers of immigrants requiring ESL training is not limited to the 8,507 who arrived in Alberta last year. Research on second language acquisition indicates that it takes approximately two years for an individual to achieve communicative, conversational fluency, and often up to seven years to achieve full proficiency; furthermore, those who arrive with some English may require further ESL training to be able to fully participate in the labour force.

Table 1
Knowledge of English of Immigrants Destined to Alberta
1985-1991

	Some English	%	No English	%
1985	3,728	41.4	5,273	58.6
1986	4,561	47.2	5,112	52.8
1987	5,847	48.8	6,128	51.2
1988	6,785	48.4	7,240	51.6
1989	7,101	43.8	9,110	56.2
1990	9,026	48.0	9,918	52.0
1991*	8,425	50.0	8,507	50.0

Source: Canada Employment and Immigration, IMM 1000 preliminary figures

Following are general characteristics of the immigrants with no English capability who arrived in 1991:

- The actual numbers and the proportion of immigrants without English dropped from 9,918 (52%) to 8,507 (50%).
- Forty-seven percent were male immigrants and 53% were female immigrants.
- Forty-three percent were between the ages 0 - 24; 49% were between the ages of 25 - 64; and 8% were 65 years and older.
- Almost half of the immigrants were from the family class, contributing 49% to Alberta's immigration; 27% were from the refugee and designated classes; 10% were independents and business persons (entrepreneurs, investors, and self-employed); 14% were from retired and assisted relative classes.
- There has been an increase (11%) in the family class category, and a decrease (8%) in the refugee and designated class as compared to 1990 .
- Four percent of the immigrants had at least some university education; 4% had some vocational training, and 41% had secondary education or less.

More statistical information on the numbers of immigrants destined to Alberta without English is available in the report ***Immigration to Alberta by Knowledge of English, 1985-1990***.

Table 2
Immigration to Alberta, 1991
Knowledge of English by Gender

Gender	Total Immigrants		Immigrants with No English	
	#	%	#	%
Male	8,150	48	3,969	47
Female	8,782	52	4,538	53
Total	16,932	100	8,507	100

Source: Canada Employment and Immigration, IMM 1000 Preliminary Figures

Table 3
Immigration to Alberta, 1991
Knowledge of English by Age Group

Age	Total Immigrants		Immigrants with No English	
	#	%	#	%
0 - 14	3,123	19	2,078	24
15 - 24	2,967	18	1,604	19
25 - 44	7,621	45	2,785	33
45 - 64	2,201	13	1,377	16
65+	930	5	663	8
Total	16,932	100	8,507	100

Source: Canada Employment and Immigration, IMM 1000 Preliminary Figures

Table 1
Knowledge of English of Immigrants Residing in Alberta
1985-1991

	Some English	%	No English	%
1985	3,735	41.4	5,273	58.5
1986	4,551	47.2	5,112	52.8
1987	5,347	48.8	5,128	51.2
1988	5,769	48.4	7,240	51.6
1989	7,101	43.8	9,110	56.2
1990	8,028	48.1	8,418	52.0
1991	8,425	50.7	8,277	50.0

Table 4
Immigration to Alberta, 1991
Knowledge of English by Immigration Class

Class	Total Immigrants		Immigrants with No English	
	#	%	#	%
Family Class	7,340	43	4,206	49
Refugees and Designated	3,175	19	2,259	27
Retired	227	1	70	1
Assisted Relatives	2,295	14	1,095	13
Business	798	5	443	5
Other Independents	3,097	18	434	5
Total	16,932	100	8,507	100

Source: Canada Employment and Immigration, IMM 1000 Preliminary Figures

Table 5
Immigration to Alberta, 1991
Knowledge of English by Education

Education	Total Immigrants		Immigrants with No English	
	#	%	#	%
Less than Secondary	11,165	67	7,018	83
Trade Cert/Diploma or Other Non-University	2,309	14	734	9
Some University Education and More	3,206	19	653	8
Total	16,680	100	8,405	100

Missing Observations = 282

Source: Canada Employment and Immigration, IMM 1000 Preliminary Figures

2.2 English as a Second Language (ESL) and Vocational Assessment and Referral Centres

Immigration Bridging Programs provides operating grants to immigrant aid organizations in Edmonton and Calgary to assist immigrants to access appropriate English as a Second Language (ESL) and vocational training. As well as providing counseling services and assessment in the first languages of many of the newcomers to Alberta, the Centres provide data to Immigration Bridging Programs on the training needs of immigrants.

The two Centres are:

Immigrant Vocational and Language Referral Centre
Calgary Immigrant Aid Society
 #900, Century Garden
 825 - 8 Avenue, SW
Calgary
 T2P 2T3
 (403)262-2656

Language Vocational Assessment and Counselling Service
Catholic Social Services
Immigration and Settlement Services
 10709 - 105 Street
Edmonton
 T5H 2A3
 (403)424-3545

2.3 Assessment and Referral Services

As part of the services provided by immigrant aid organizations, the two Centres are able to address a number of the inter-related settlement needs of immigrants and are able to utilize the many languages of the settlement counselors and volunteers.

Both Centres offer the following services to immigrants:

- assessments of first language and English language proficiency;
- educational and career counseling and planning;
- referrals to required services and programs including ESL and other training programs;
- follow-up assistance.

The staff at the Centres also provide consultative assistance to post-secondary institutions, school boards, government departments and associations on topics such as ESL delivery, adult education, learning styles, language assessments and cross-cultural communication. In Edmonton, Centre staff provide counselling services in the following languages:

Chinese
English
Portuguese

Spanish
Vietnamese

Other languages are available through staff and volunteers with the Immigration and Settlement Service of Catholic Social Services.

In Calgary, Centre staff provide counseling in the following languages:

Chinese(Cantonese/Mandarin
Churchowese/Toishanese)
English
Farsi
French
German

Italian
Polish
Russian
Spanish
Vietnamese

As well, immediate interpretation assistance is provided by volunteers in Arabic and Czech.

In the year ended March 31, 1992, the Centres assisted 8,600 immigrants, of whom 2,623 were assessed and counselled for ESL. Appendix D describes the characteristics of the immigrants assessed.

More detailed information is available in the report ***Summary of Characteristics of Immigrants Assessed by the English as a Second Language (ESL) Assessment and Referral Centres.***

2.4 Issues and Trends

The Centres have identified the following issues and trends:

- Accessibility to English as a Second Language classes in Edmonton and Calgary continues to be a concern for recent arrivals as well as for long term residents.

- More immigrants in Edmonton than in Calgary stated that the reason they were not in an ESL class was because programs were full or because they required financial assistance.
- A large majority of immigrants seeking assistance at the two Centres were unemployed.
- Counsellors noted that most of the clients expressed a willingness to retrain; however, training programs were limited, and if available, required a high level of proficiency in English.
- The significant number of immigrants with less than seven years of education in their home country, and who have less than basic proficiency in reading and writing in their first language, and the large majority of immigrants who have been out of school for more than seven years, are factors which have major implications for the type and nature of language training needed.

Counselors at the two Centres also identified the following needs:

- Additional English for special purposes programs which will focus on the specific English required to re-enter a profession, occupation, or trade. Specific occupational areas identified included mechanics, electrical, electronics, medicine, and nursing.
- More programs which combine ESL training with specific skills training and work experience.
- An increase in programs which combine ESL training with academic upgrading; these programs would address the needs of the growing number of immigrants with little formal education who have well developed verbal skills in English, but have weak reading and writing skills.
- Job search and placement services which will assist immigrants in making the transition from training to employment.

3.0 Specialized ESL Training

With a budget of \$1.9 million, Immigration Bridging Programs was able to assist 2,045 immigrants in more than 40 specialized language training projects.

These programs included Trades and Occupational English, such as English for Electricians/Electronics Technicians, Welders, Mechanics, and Millwrights/Machinists; English for Academic Purposes to assist immigrants in entering academic upgrading programs or further vocational training; and English in the Workplace to enable immigrants to access language training at work.

In addition, a number of developmental activities were supported to assist ESL teachers, volunteers and others who work with immigrants.

3.1 English for Special Purposes (ESP)

English for Special Purposes programs are designed to address identified needs of immigrants. Priorities are programs which assist immigrants re-enter their occupation or profession which they had in their home country. Please consult Appendix A for a summary of ESP programs supported by Immigration Bridging Programs.

3.2 English in the Workplace (EWP)

English in the Workplace programs are designed to assist immigrant workers to acquire functional job related English. EWP programs improve communication, efficiency, productivity, and safety. Funding for EWP programs complement Alberta Career Development and Employment's Skills Alberta program.

Please see Appendix B for a summary of EWP programs funded by Immigration Bridging Programs.

3.3 Developmental Activities

Immigration Bridging Programs assisted with the development of ESL instructors through the support of activities such as the Alberta Teachers of English Annual Conference, training for volunteer tutors, and training for English in the Workplace trainers.

Please see Appendix C for a summary of the funded activities.

4.0 Characteristics of Students in ESL Programs in Alberta

The ESL Student Information System was designed to establish a profile of adult ESL students in Alberta. The major component of the system is the Student Questionnaire Form which is filled out by students with the assistance of their ESL instructor.

In 1991/92, 2,901 students completed the questionnaires. These courses include full and part-time ESL courses at Alberta Vocational Colleges in Edmonton and Calgary; and English for Special Purposes and English in the Workplace funded by Immigration Bridging Programs.

Sixty-four percent of the students were in full-time classes, 16% attended drop-in programs, 15% were in ESP programs and 5% were in EWP programs.

Of the 2,901 students, 57% were female and 43% were male. Sixty-eight percent of the students were between the ages of 25 and 44. Over half of the students were married, with dependents.

Almost half of the students (49%) had resided in Alberta less than one year. Forty-five percent entered under the family class and assisted relatives categories; 29% were refugees and 8% were independents.

Fifty-six percent of the students came from five countries. These were Vietnam (20%), Poland (16%), China (9%), El Salvador (6%), and Hong Kong (5%). These countries all appear in the top ten source countries of immigrants to Alberta.

Seventy-four percent of these students had been out of school for more than five years. Approximately 61% had more than ten years of schooling, with 40% indicating they had at least one year of technical/vocational training, and 29% indicating they had at least one year of university/college education.

Fifty-nine percent of the students indicated that they had no ESL training before coming to Alberta, and 38% had some ESL training previously.

Students were asked what their occupation was in their home country. The largest numbers were in the processing, machining, product fabrication field (299), followed by teaching (242), service (230), sales (221) and medicine/health (204).

Only 68% of the questions on assessment of language skills were completed by ESL instructors. Of these responses, 10% of the students were assessed as having no English ability; 49% as having basic English; 21% as having functional English; and 20% as having advanced English. These assessments were similar for listening, speaking, pronunciation and reading language skills.

Approximately 61% of the students receive some form of financial assistance to enable them to take ESL training. The major sources of support were Employment and Immigration Canada training allowances (22%), Unemployment Insurance (19%), Social Allowance (9%), and Alberta Vocational Training Student Support (4%).

Fifteen percent of the students were employed full-time and 6% were employed part-time. Fifty-four percent of the students indicated that they were taking ESL training to find employment.

4.1 Comparison of Student Characteristics, 1990/91 and 1991/92

The characteristics of students in ESL training in the two fiscal years ending March 31, 1991 and March 31, 1992 were similar. However, over the two year period there were differences in the length of residency in Alberta, and assessment of English language skills.

In 1990/91, 60% of the students had resided in Alberta less than one year compared to only 49% in 1991/92.

In 1990/91, 62% of the students were assessed as having no English skills, and an additional 24% were assessed as having basic English. The following year, these proportions had changed to 10% and 49% respectively.

4.2 Comparison of Characteristics of Students in Full-Time Programs at Alberta Vocational Colleges (AVC) Edmonton and Calgary

The characteristics of students in full-time language training at the Alberta Vocational Colleges (AVC), Edmonton and Calgary, were compared.

While the students were similar in many areas, there were differences in the years of residency in Alberta, years of education, and previous English language training.

AVC Edmonton had a higher proportion of full-time ESL students (71%) who had resided in Alberta less than one year, compared to its counterpart, AVC Calgary (56%).

The population at AVC Edmonton were more highly educated, with a higher number of students who had at least one year of university/college education (34%) compared to AVC Calgary (26%).

Sixty-seven percent of students at AVC Edmonton had no ESL training before coming to Canada, compared to 59% at AVC Calgary.

5.0 More Information on Immigration

Additional information on immigration to Alberta, and English as a Second Language programs and activities, can be found in the following publications:

Immigration to Alberta - Decade in Review
Immigration to Alberta by Knowledge of English, 1985-1990

A Directory of English as a Second Language (ESL) Programs for Adult Immigrants in Alberta (available October 1992)

The Results of a Survey of English as a Second Language (ESL) Programs for Adult Immigrants in Alberta (available October 1992)

Insight, a quarterly newsletter on immigration and settlement matters

A Summary of Characteristics of Immigrants Assessed by the English as a Second Language (ESL) Assessment and Referral Centres

These publications and other information on immigration and settlement in Alberta are available by contacting

Immigration and Settlement Division
 Alberta Career Development and Employment
 11th floor CityCentre
 10155 - 102 Street
 Edmonton, Alberta
 T5J 4L5
 Phone: (403) 427-0537
 Fax: (403) 422-0126

Appendix A
English for Special Purposes (ESP) Programs
Funded by Immigration Bridging Programs
April 1, 1991 - March 31, 1992

Edmonton

Alberta Vocational College

**Academic Preparation for Foreign
Trained Practical Nurses**

To assist foreign trained practical nurses with pre-entry ESL training to enter the Practical Nurse program and the Practical Nurse Refresher program.

Alberta Vocational College

Computer Literacy for ESL Students

To provide ESL students with a basic knowledge of computers.

Alberta Vocational College

**English as a Second Language - Part
Time**

To assist with alleviating the waiting lists for part-time ESL training.

Alberta Vocational College

**ESL for Foreign Trained Health Care
Workers**

To provide ESL to address the needs of foreign trained students preparing to enter the Licensed Practical Nurse Program or the Licensed Practical Nurse Refresher Program.

Alberta Vocational College

Introduction to Legal Interpreting

To provide a pilot introductory training course for immigrants who have experience in court interpreting and who are graduates of the Community Interpreters course.

Alberta Vocational College

Trades and Occupational English Part-Time

To provide trades and technologies English to immigrant trades people.

Alberta Vocational College

ESL for Alberta Painters and Decorators.

To assist immigrant painters so that they can understand safety regulations and improve their spoken and written language to perform better on the job.

Alberta Vocational College

ESL for Printers

To improve the English level of immigrant printers to enable them to perform their jobs more effectively and safely.

Alberta Vocational College

English Preparation for Immigrant Physicians

To prepare foreign doctors for the oral practical examination with an emphasis on medical terminology and pronunciation.

Catholic Social Services

Centre for Independent Learning

To assist immigrants who cannot access regularly scheduled ESL programs.

Catholic Social Services

Special Needs ESL

To assist ESL learners with limited English literacy but well developed oral skills to enable them to gain access to vocational training or employment.

**Edmonton Roman Catholic School
District No. 7**

**Job Related Life Skills and Job Search
Program for Part Time ESL Learners**

To provide part-time ESL learners with specific exposure in the Canadian work culture, work etiquette, creative job search techniques and employer expectations.

Filipino Nurses Association in Alberta

TOEFL and CNATS Preparation

To assist foreign trained nurses to pass the examinations required for nursing registration in Alberta

Grant MacEwan Community College

ESL for Foreign Trained Nurses

To prepare foreign trained health professionals writing Canadian nursing registration exams. Includes Introduction to Health Care in Canada, CNATS Preparation and Nursing Specialty Courses.

Mennonite Centre for Newcomers

**ESL & Career Explorations for
Immigrant Women**

To provide immigrant women who are interested in entering the Canadian workforce, instruction in ESL, lifeskills, career counselling, and job search techniques as well as an opportunity to explore career choices.

Mennonite Centre for Newcomers

ESL and Business Skills Development

To provide immigrants with business backgrounds with further instruction in ESL, life skills, computer literacy and job search techniques as well as relevant Canadian work experience in order to obtain employment in their chosen field.

Mennonite Centre for Newcomers

ESL Outreach Program

To provide immigrant women living in West Edmonton, Northgate and Millwoods with appropriate and accessible ESL programming.

Calgary

Alberta Vocational College

Introductory Bookkeeping/ Accounting for Immigrants

To provide ESL students with a basic understanding of the structure of financial accounting and its use in the business environment.

Alberta Vocational College

Canadian Office Practice for Immigrant Workers

To provide immigrants with basic office and English skills to enhance their opportunity in finding employment in the clerical field.

Alberta Vocational College

ESL for Alberta Driver's License

To provide ESL adults with the vocabulary, knowledge, reading and test-taking skills relevant to obtaining their learner's permit and driver's license.

Alberta Vocational College

ESL Seismic Survey Technician

To prepare advanced level ESL students for entry-level positions as Senior Surveyors' Assistants.

Alberta Vocational College

Retail Clerk/Cashier for Immigrants

To provide adult immigrants with the language, social and mechanical skills required by retail clerks.

Alberta Vocational College

Intensive Listening, Speaking and Pronunciation

To improve the aural/oral skills for intermediate ESL speakers to enable them to obtain employment or to access training programs.

Alberta Vocational College

Career Planning and Job Search for Immigrants

To assist ESL students with a lower level of English to obtain part-time or full-time employment

Alberta Vocational College

Reading and Writing for the Workplace

To assist intermediate speakers of English who wish to improve their reading and writing skills required in the workplace.

Calgary Board of Education

Transitions

To provide ESL and academic upgrading to enable immigrant adults to make the transition to adult high school programs.

Calgary Board of Education

ESL Support for Adult High School Students

To provide ESL and bridging support to immigrants over the age of 18 to assist them in making a successful transition to adult programs of learning and/or employment

Calgary Immigrant Development and Educational Advancement Society

Drop-In ESL

To assist immigrants who cannot access regularly scheduled ESL classes.

Calgary Roman Catholic School Board

Language, Literacy and Life Skills for Employment Bound Immigrants

To provide training required to enable immigrants to enter vocational training or employment.

Edmonton and Calgary

Alberta Vocational College

ESL Bridge

To provide post intermediate ESL students with further language skills to allow them to access upgrading at a Grade 7-9 level, skill training or employment.

Alberta Vocational College with NAIT and SAIT

Trades and Occupational English for Tradespersons

To provide immigrant trades people with ESL and upgrading to obtain their first period of apprenticeship training(Calgary - Welding, and Edmonton - Auto Mechanics, Machinist/Millwright, Telecommunications Electricians).

Alberta Vocational College

English for Foreign Nannies

To assist foreign nannies with the English language and cultural requirements of their work.

Red Deer

Central Alberta Refugee Effort Committee

Bridging to Independence Program

To provide ESL training, orientation and life skills, and a supported work experience to immigrants who have little formal education.

Wetaskiwin

Alberta Vocational College

English for Foreign Nannies

To assist foreign nannies with the English language and cultural requirements of their work.

Appendix B
English in the Workplace (EWP) Programs
Funded by Immigration Bridging Programs
April 1, 1991 - March 31, 1992

Organization

Program

Edmonton

NAIT

To increase employees' levels of English so that they may understand instructions, safety regulations, report on job tasks, and obtain personnel information.

Misericordia Hospital

To increase the English levels of immigrant workers so that they may cope with language needs at work.

St. Joseph's Auxiliary Hospital

To increase the employees' levels of English so that they may understand instructions and safety regulations, report on job tasks, and obtain personnel information.

University of Alberta

To increase levels of English of new Canadian employees so that they may cope with language needs on the job.

University of Alberta Hospital #4, #5

To increase employees' levels of English so that they may understand instructions, ask for clarification, understand safety requirements, report on job tasks and interact effectively with staff and patients.

Calgary

City of Calgary

Advanced Oral Communications

To assist employees from the City of Calgary, Department of Building and Planning to enhance their communication and English skills

Fanning Extended Care Centre

To improve the communication and listening skills of immigrant employees for reporting on job tasks, for understanding safety regulations and for building self-esteem and confidence.

Foothills Hospital

As above

Western Diazo Coatings Ltd.

To increase the employees' levels of English so that they may understand instructions to carry out daily work responsibilities, report on job tasks and build self confidence.

Appendix C
Developmental Activities
Funded by Immigration Bridging Programs
April 1, 1991 - March 31, 1992

**Alberta Teachers of English as a
Second Language**

Annual Conference

To assist with the Association's Annual Conference.

Alberta Vocational College, Calgary

Training for Volunteer ESL Tutors

To provide volunteer tutors with an overview of ESL methods and techniques, with strategies for cross-cultural communication, and with the design and use of teaching materials and strategies for exploiting and enhancing conversational interactions.

Alberta Vocational College, Edmonton

English in the Workplace - Training for Trainers

To prepare experienced instructors to teach English in a workplace setting, including components on how to conduct a needs assessment, how to design a course and appropriate materials, and how to complete a final evaluation.

**Mennonite Centre for Newcomers,
Edmonton**

Making a Change

To assist with the development of career planning curriculum for low literacy adults.

**University of Alberta
Department of Adult, Career and
Technology Education**

ESL Issues for Volunteers

To develop and deliver a 21 hour course to provide volunteers who teach ESL in community organizations with basic instructional guidelines. To also produce an accompanying handbook.

**University of Alberta
Department of Adult, Career and
Technology Education**

**Teaching ESL Courses for Distance
Delivery**

To assist with the development of two
courses on teaching ESL to adults to be
offered through distance delivery.

Appendix D
Characteristics of Immigrants Assessed by the
ESL Assessment and Referral Centres, 1991/92

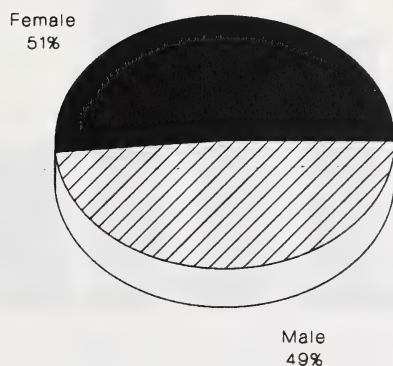
The following figures represent a comparison of student characteristics at the Immigrant Vocational and Language Referral Centre (Calgary), and Language Vocational Assessment and Counseling Service (Edmonton).

Figure

- | | |
|---|-----------------------------------|
| 1 | Female/Male Ratio |
| 2 | Age Distribution |
| 3 | Top Ten Source Countries |
| 4 | Top Ten Languages Spoken |
| 5 | Immigration Status |
| 6 | Length of Residency in Alberta |
| 7 | Number of Years of Schooling |
| 8 | Assessment of English Proficiency |

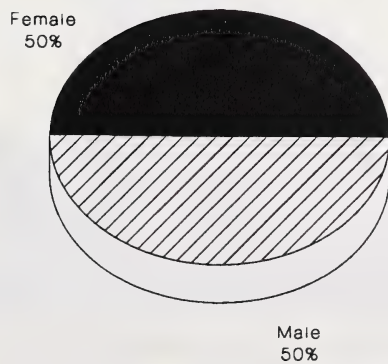
APPENDIX D

Figure 1.1
FEMALE/MALE RATIO - EDMONTON
April 1, 1991 - March 31, 1992



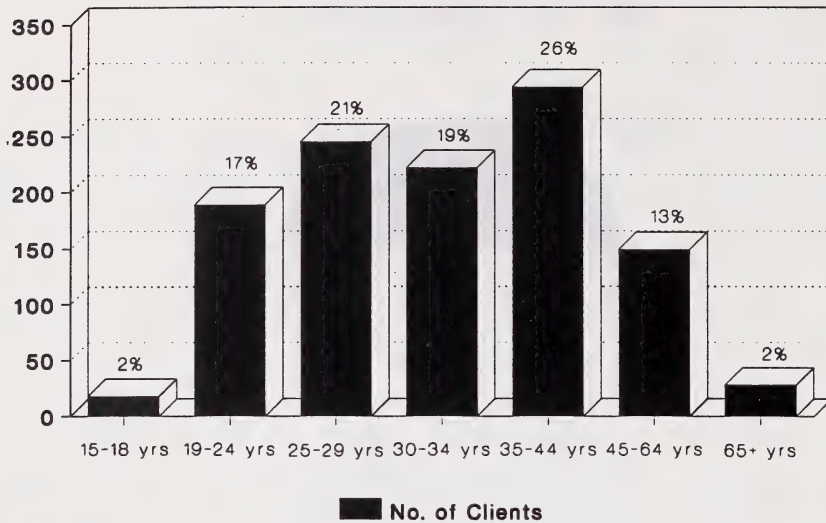
Total No. of Clients = 1,145

Figure 1.2
FEMALE/MALE RATIO - CALGARY
April 1, 1991 - March 31, 1992



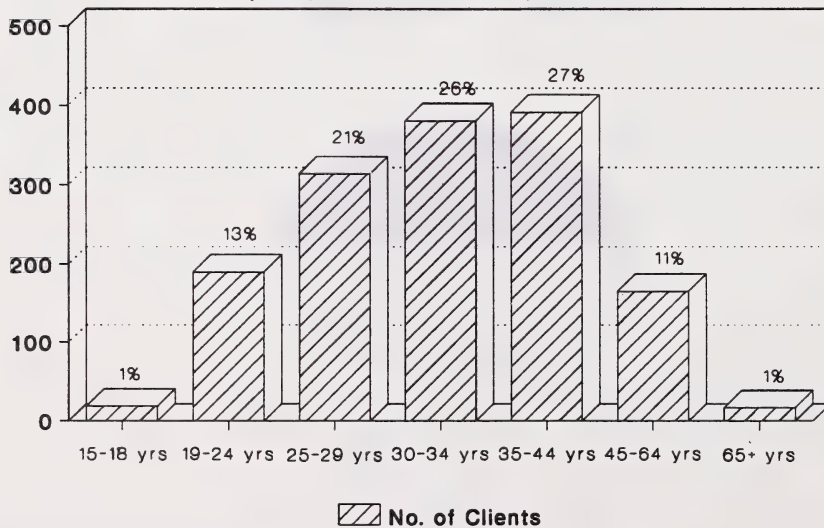
Total No. of Clients = 1,478

Figure 2.1
AGE DISTRIBUTION - EDMONTON
 April 1, 1991 - March 31, 1992



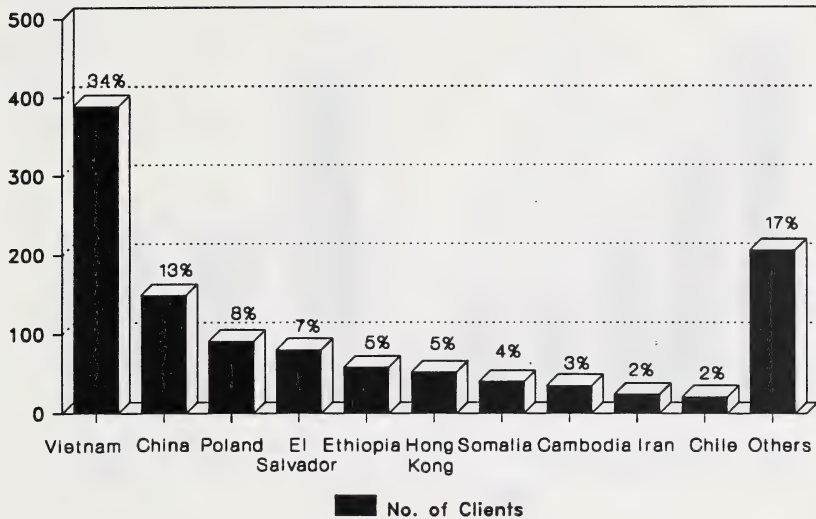
Total No. of Clients = 1,145

Figure 2.2
AGE DISTRIBUTION - CALGARY
 April 1, 1990 - March 31, 1992



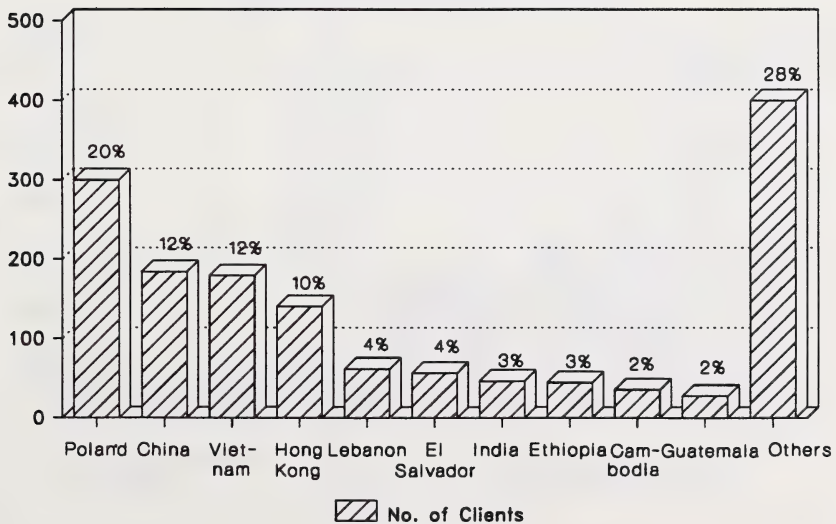
Total No. of Clients = 1,478

Figure 3.1
TOP TEN SOURCE COUNTRIES - EDMONTON
 April 1, 1991 - March 31, 1992



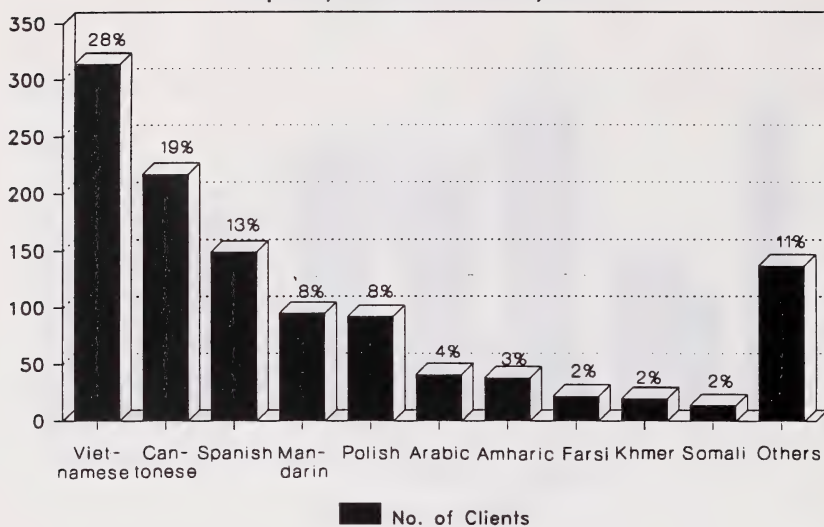
Total No. of Clients = 1,145

Figure 3.2
TOP TEN SOURCE COUNTRIES - CALGARY
 April 1, 1991 - March 31, 1992



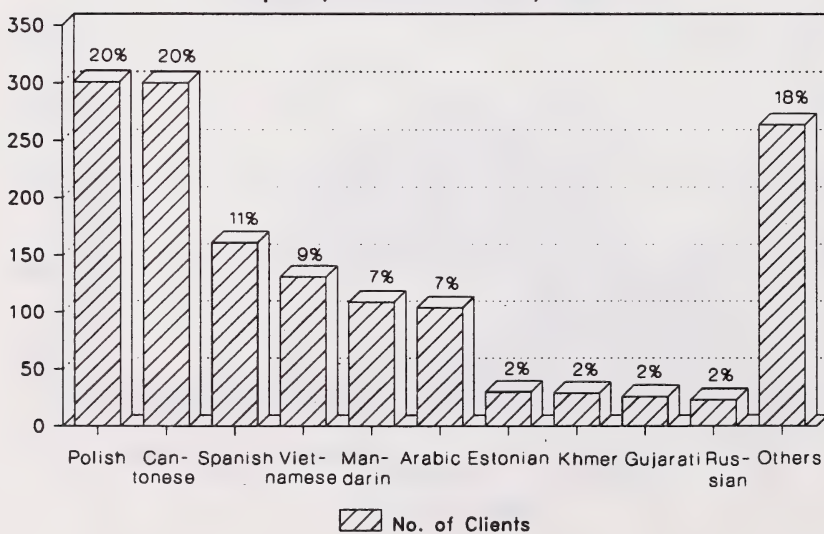
Total No. of Clients = 1,478

Figure 4.1
TOP TEN LANGUAGES SPOKEN - EDMONTON
April 1, 1991 - March 31, 1992



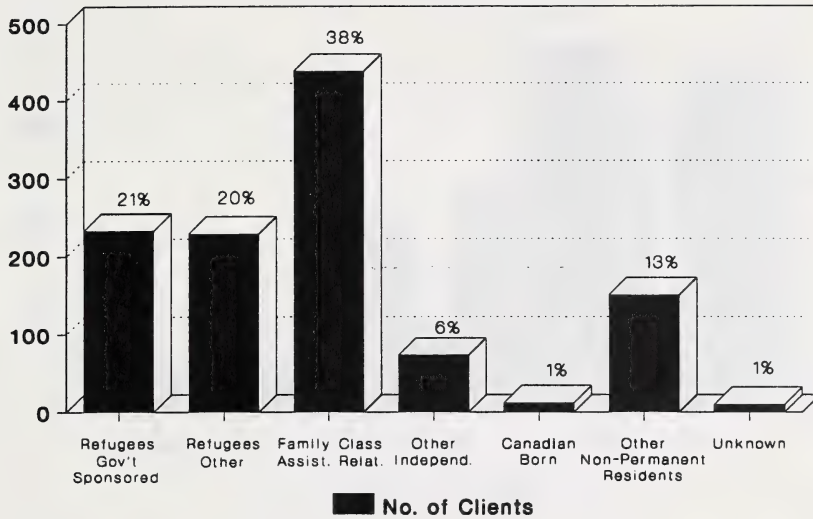
Total No. of Clients = 1,145

Figure 4.2
TOP TEN LANGUAGES SPOKEN - CALGARY
April 1, 1991 - March 31, 1992



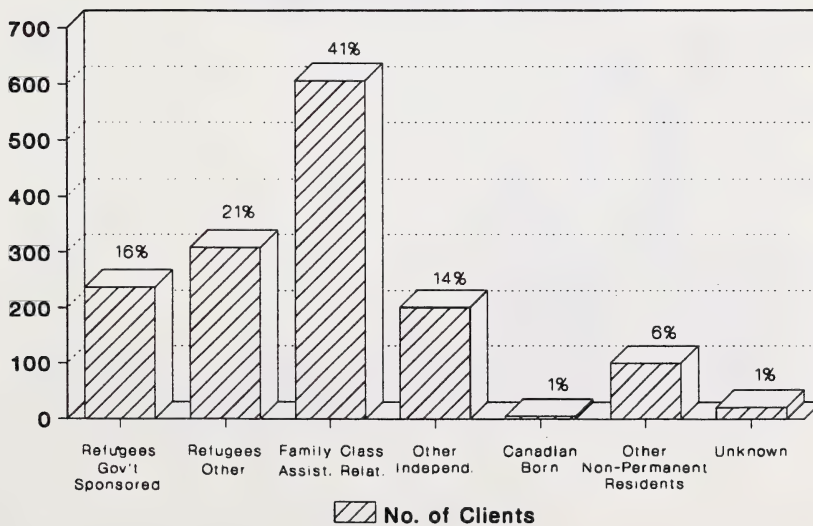
Total No. of Clients = 1,478

Figure 5.1
IMMIGRATION STATUS - EDMONTON
April 1, 1991 - March 31, 1992



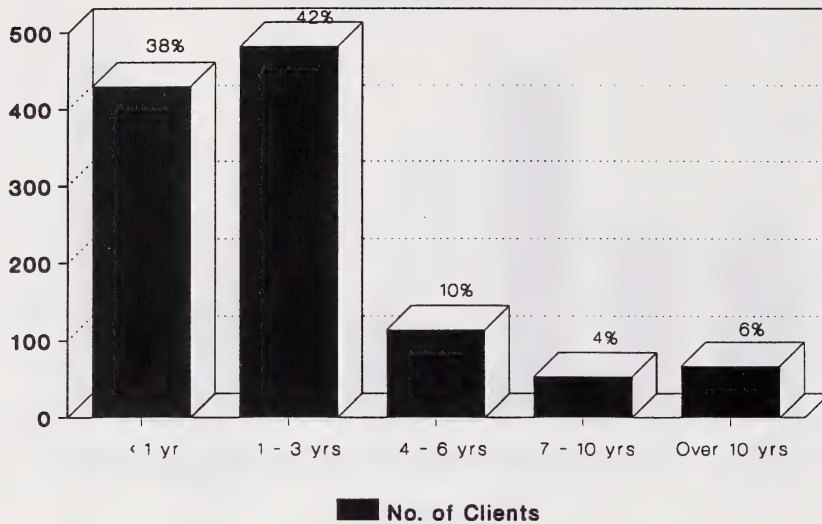
Total No. of Clients = 1,145

Figure 5.2
IMMIGRATION STATUS - CALGARY
April 1, 1991 - March 31, 1992



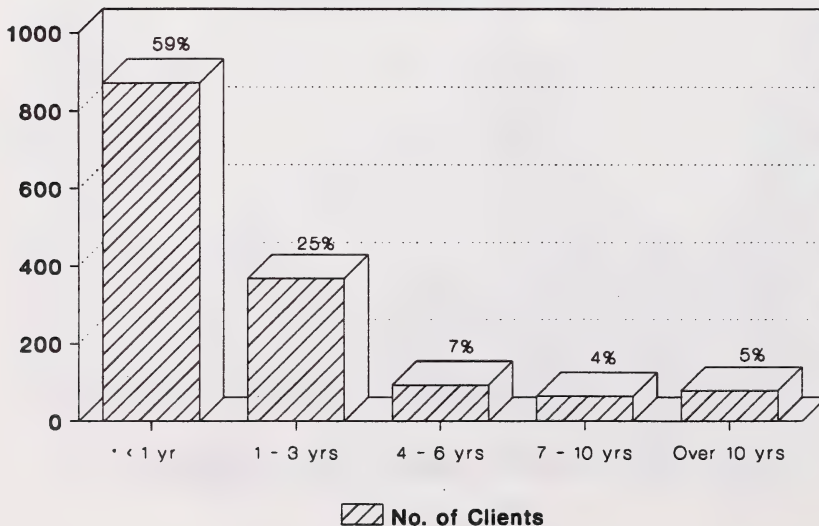
Total No. of Clients = 1,478

Figure 6.1
LENGTH OF RESIDENCY IN ALBERTA - EDMONTON
April 1, 1991 - March 31, 1992



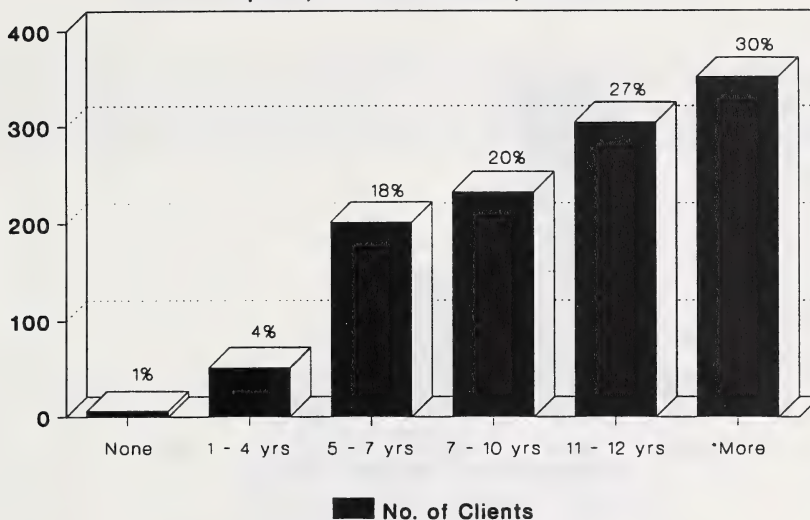
Total No. of Clients = 1,145

Figure 6.2
LENGTH OF RESIDENCY IN ALBERTA - CALGARY
April 1, 1991 - March 31, 1992



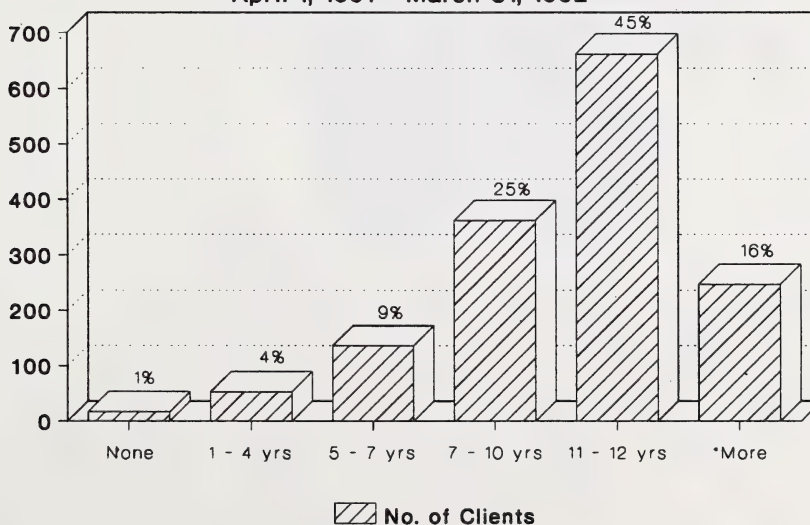
Total No. of Clients = 1,478

Figure 7.1
NUMBER OF YEARS OF SCHOOLING - EDMONTON
 April 1, 1991 - March 31, 1992



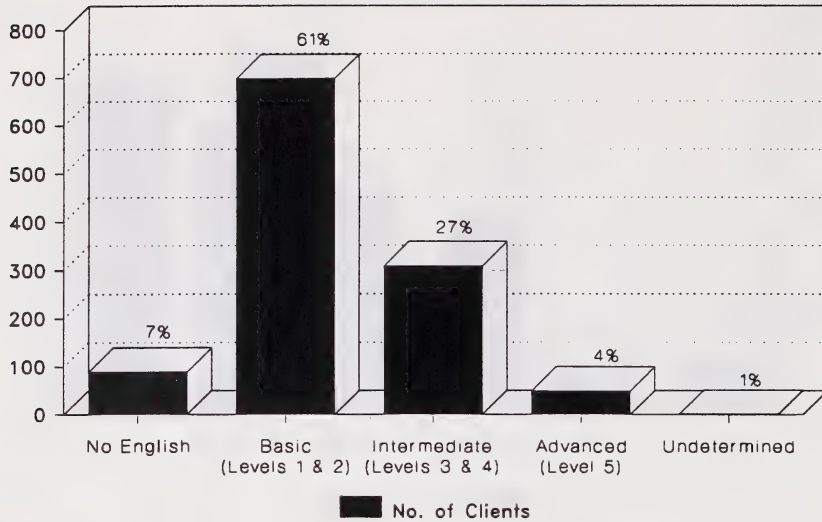
Total No. of Clients = 1,145

Figure 7.2
NUMBER OF YEARS OF SCHOOLING - CALGARY
 April 1, 1991 - March 31, 1992



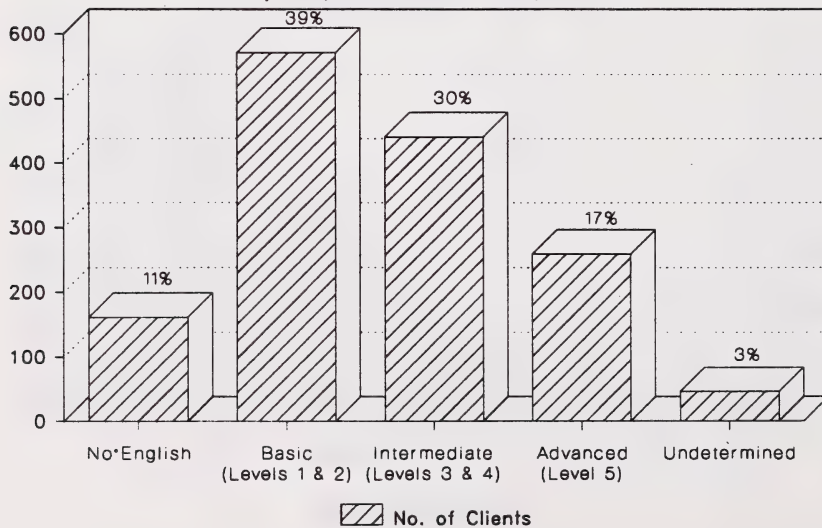
*More means technical/vocational training and university/college education
 Total No. of Clients = 1,478

Figure 8.1
ASSESSMENT OF ENGLISH PROFICIENCY - EDMONTON
April 1, 1991 - March 31, 1992



Total No. of Clients = 1,145

Figure 8.2
ASSESSMENT OF ENGLISH PROFICIENCY - CALGARY
April 1, 1991 - March 31, 1992



Total No. of Clients = 1,478

Appendix E

Characteristics of Students in ESL Programs

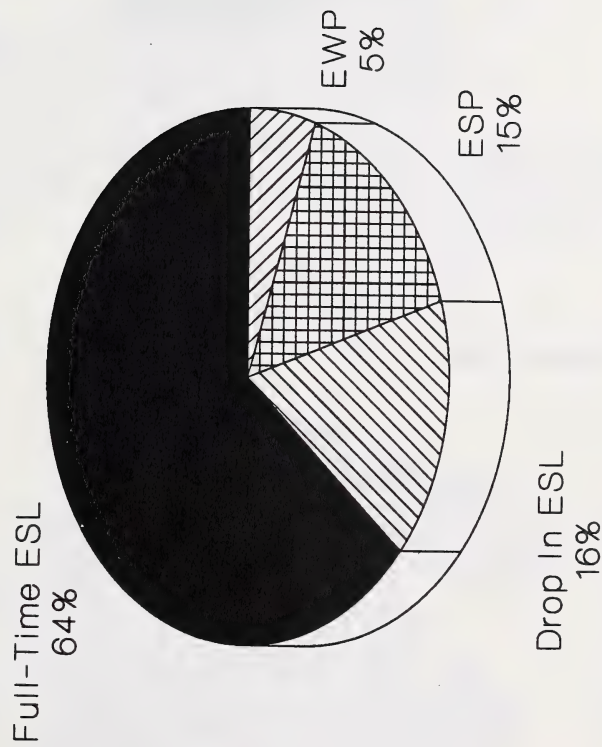
The following figures represent a compilation of Student Questionnaire Forms completed by students in full-time and part-time ESL programs at Alberta Vocational Colleges in Edmonton and Calgary and programs funded by Immigration Bridging Programs.

Figure

9	Types of ESL Programs
10	Female/Male Ratio
11	Age Groups
12	Marital Status
13	Number of Dependents
14	Immigration Class
15	Citizenship Status
16	Top Five Source Countries
17	Top Five Languages Spoken
18	Residency in Alberta
19	Years of Schooling
20	Years of Technical/Vocational Training
21	Years of University/College Education
22	Top Five Occupations in Home Country
23	Current Employment Status
24	ESL Training Before Immigration
25	Reason for taking ESL Training
26	Types of Financial Assistance
27	Assessment of Language Skills

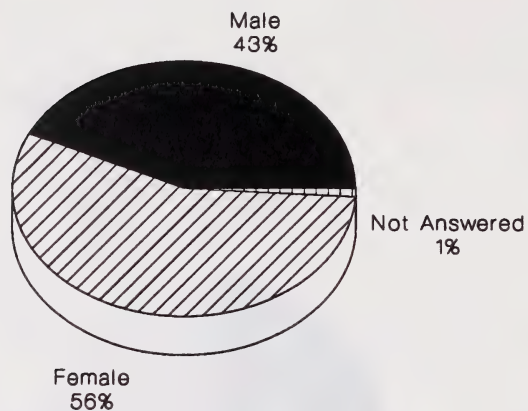
APPENDIX E

FIGURE 9
STUDENT INFORMATION SYSTEM
TYPES OF ESL PROGRAMS
April 1, 1991 - March 31, 1992



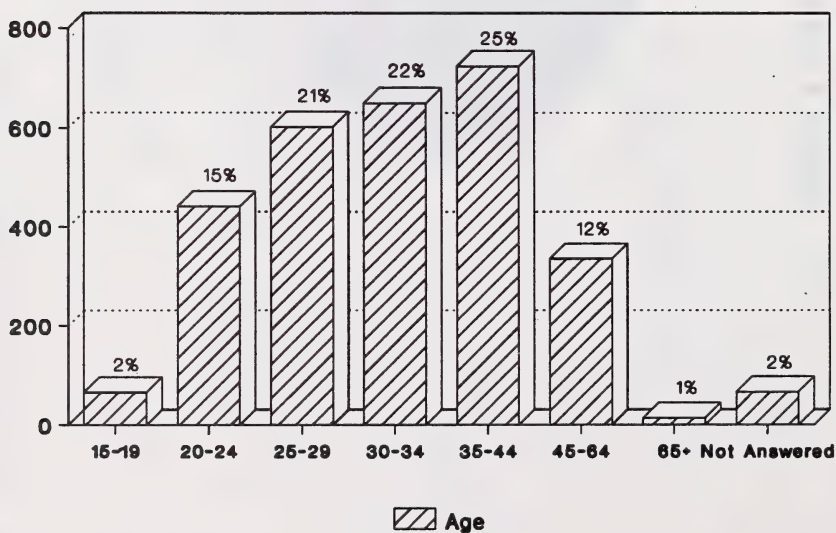
ESP - English for Special Purposes
EWP - English in the Workplace
Total No. of Students = 2,901

FIGURE 10
FEMALE/MALE RATIO
April 1, 1991 - March 31, 1992



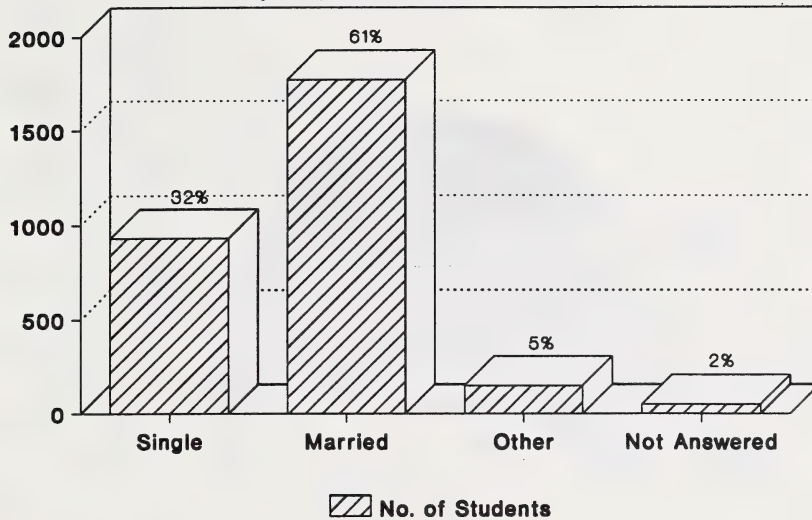
Total No. of Students = 2,901

FIGURE 11
AGE GROUPS OF ESL STUDENTS



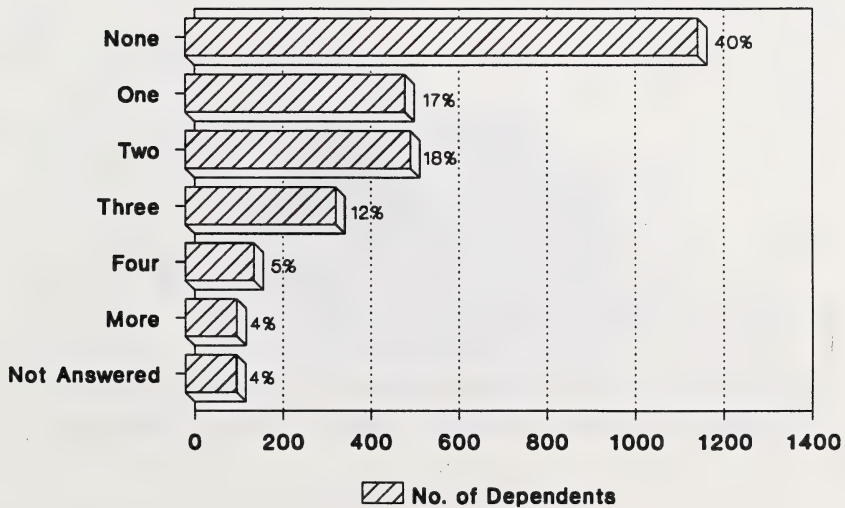
Total No. of Students = 2,901

FIGURE 12
MARITAL STATUS
 April 1, 1991 - March 31, 1992



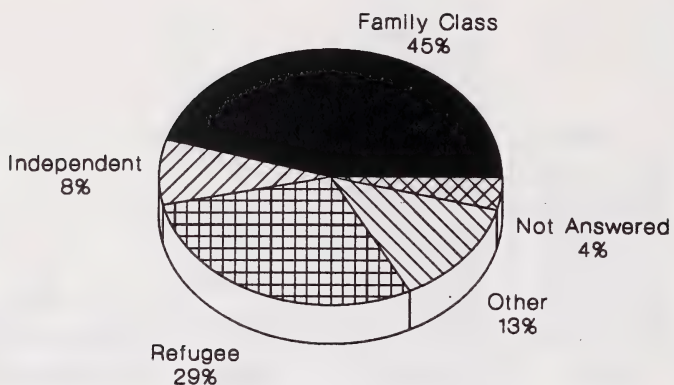
Total No. of Students = 2,901

FIGURE 13
NUMBER OF DEPENDENTS



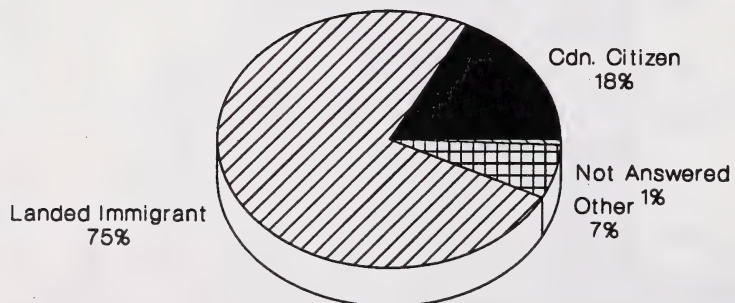
Total No. of Students = 2,901

FIGURE 14
IMMIGRATION CLASS
April 1, 1991 - March 31, 1992



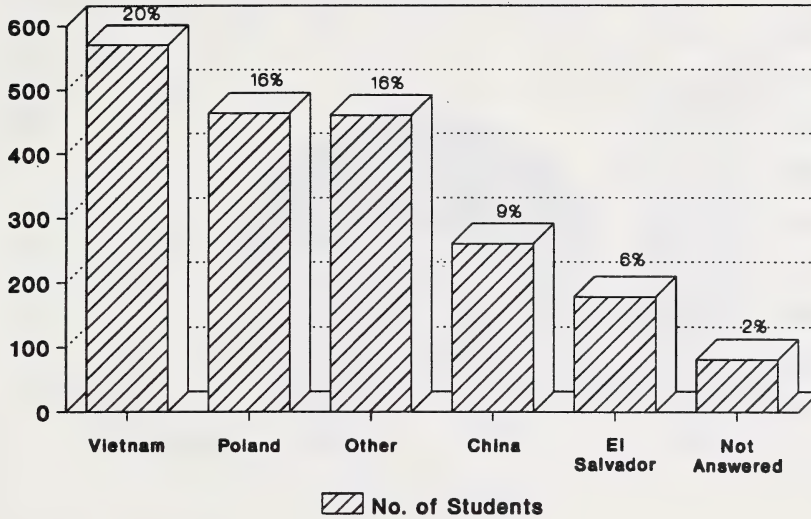
Total No. of Students = 2,901

FIGURE 15
CITIZENSHIP STATUS



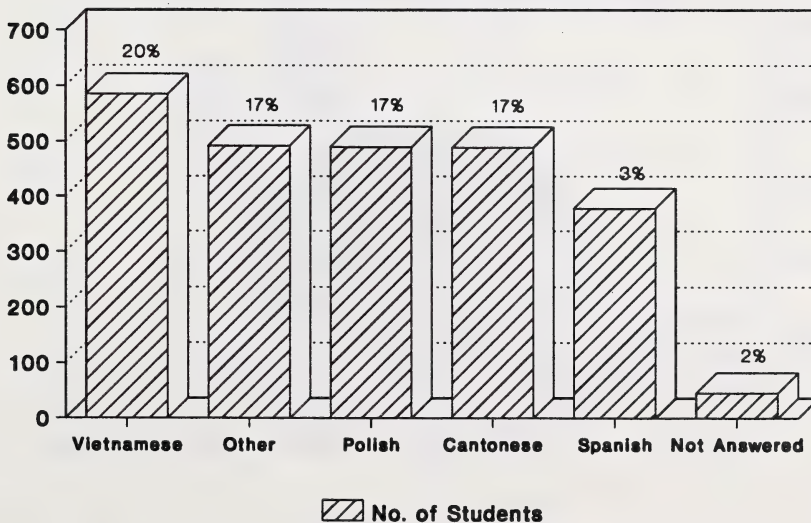
Total No. of Students = 2,901

FIGURE 16
TOP FIVE SOURCE COUNTRIES
 April 1, 1991 - March 31, 1992



Total No. of Students = 2,901

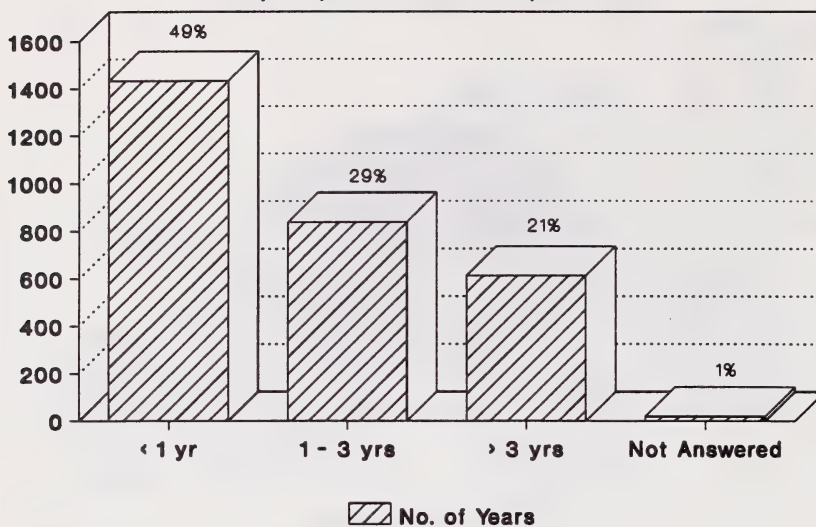
FIGURE 17
TOP FIVE LANGUAGES SPOKEN



Total No. of Students = 2,901

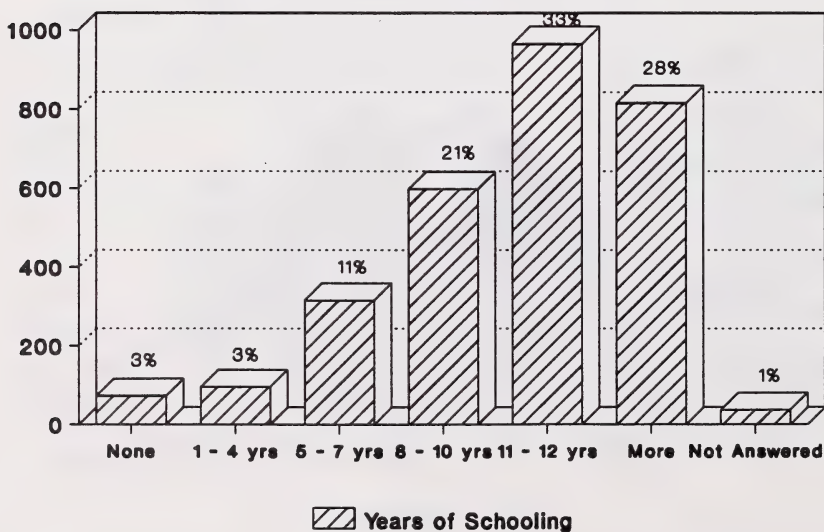
*Please note that students may have answered more than once.

FIGURE 18
RESIDENCY IN ALBERTA
April 1, 1991 - March 31, 1992



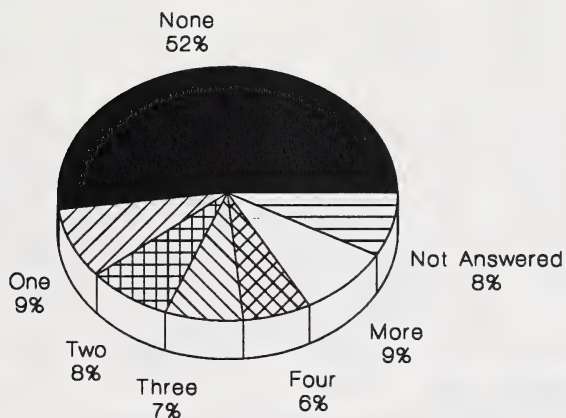
Total No. of Students = 2,901

FIGURE 19
YEARS OF SCHOOLING



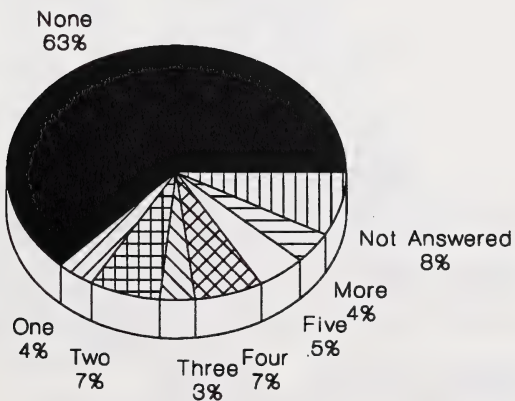
Total No. of Students = 2,901

FIGURE 20
YEARS OF TECHNICAL/VOCATIONAL TRAINING
April 1, 1991 - March 31, 1992



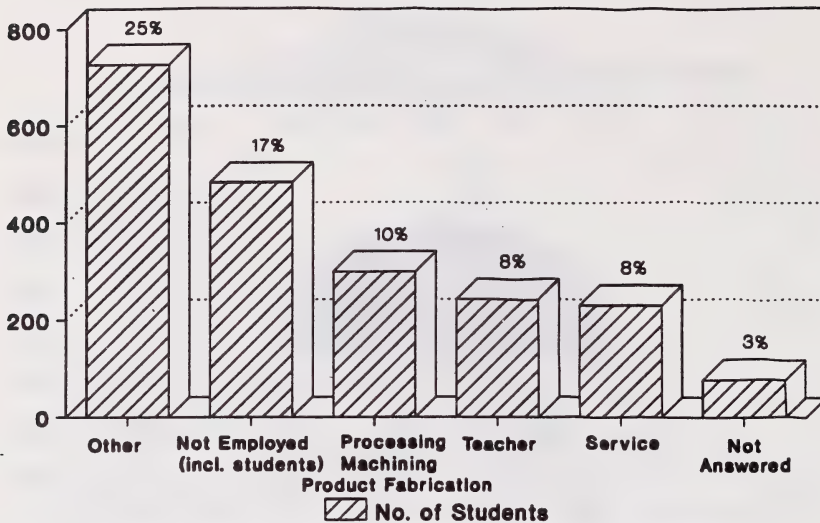
Total No. of Students = 2,901

FIGURE 21
YEARS OF UNIVERSITY/COLLEGE EDUCATION



Total No. of Students = 2,901

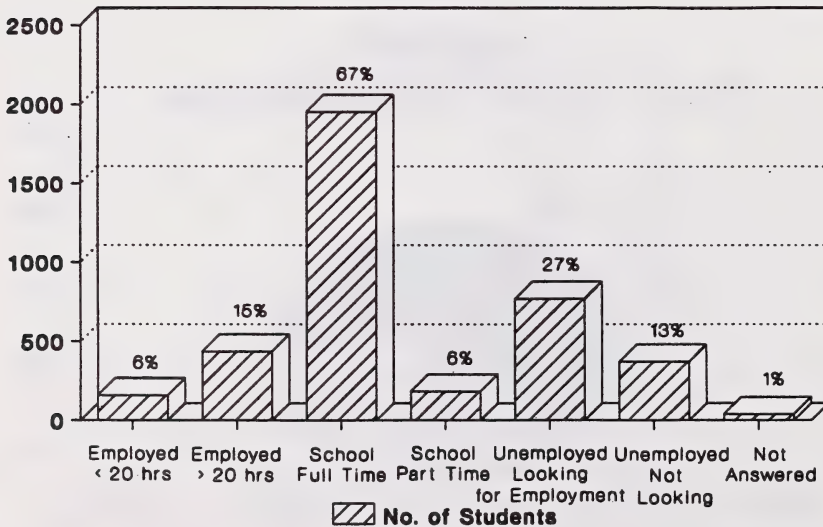
FIGURE 22
TOP FIVE OCCUPATIONS IN HOME COUNTRY
 April 1, 1991 - March 31, 1992



Total No. of Students = 2,901

•Please note that students may have answered more than once.

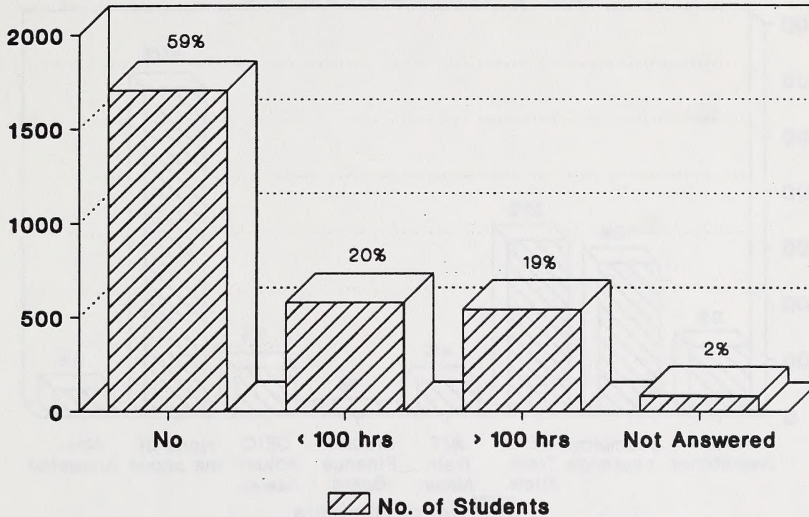
FIGURE 23
CURRENT EMPLOYMENT STATUS



Total No. of Students = 2,901

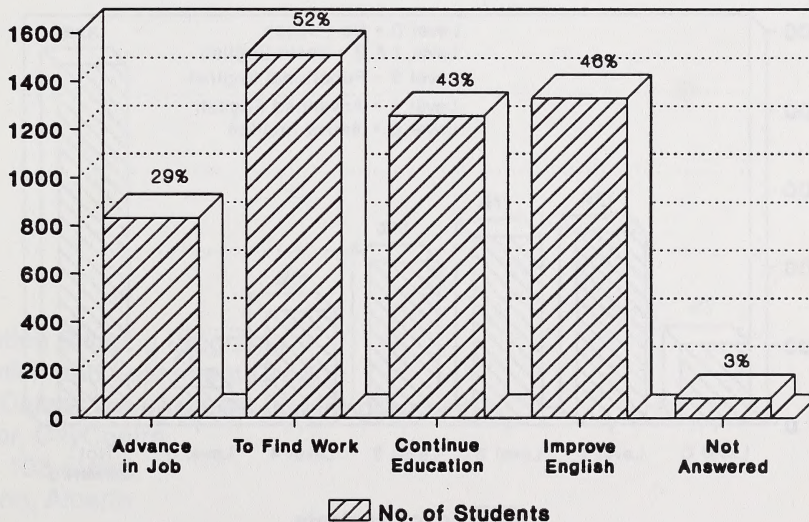
•Please note that students may have answered more than once.

FIGURE 24
ESL TRAINING BEFORE IMMIGRATION
April 1, 1991 - March 31, 1992



Total No. of Students = 2,901

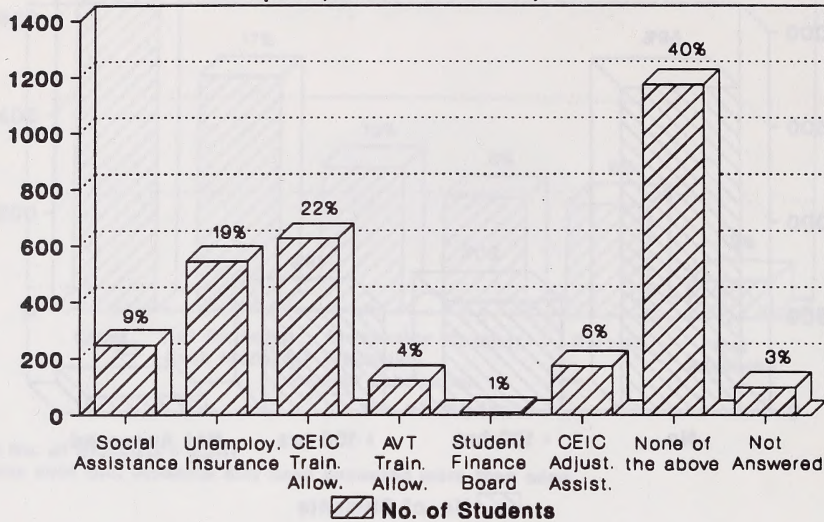
FIGURE 25
REASON FOR TAKING ESL TRAINING



Total No. of Students = 2,901

•Please note that students may have answered more than once.

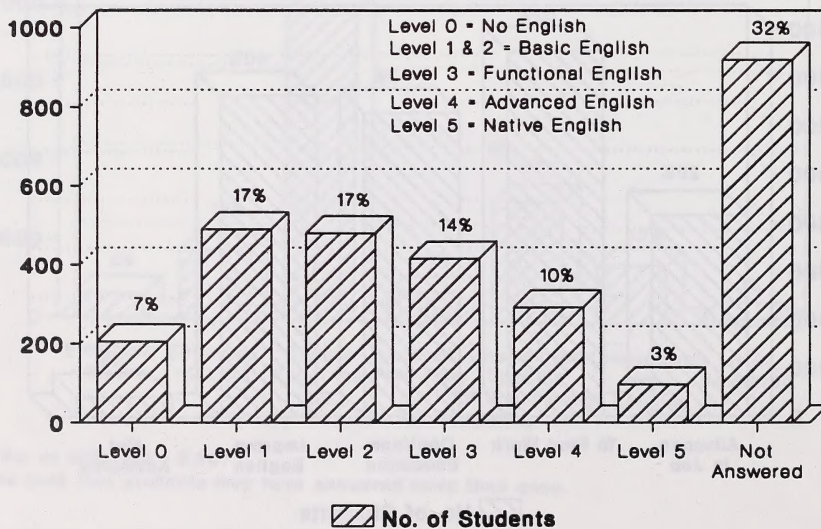
FIGURE 26
TYPES OF FINANCIAL ASSISTANCE
 April 1, 1991 - March 31, 1992



Total No. of Students = 2,901

•Please note that students may have answered more than once.

FIGURE 27
ASSESSMENT OF LANGUAGE SKILLS



Total No. of Students = 2,901

•Please note that the percentages are the same for speaking, listening, pronunciation, reading and writing skills.

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